

Trainer's Guide

Module 5.4

Basic communication means



Presenter's name: _____

Date: _____

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Learning objectives

By the end of the section, we will understand:

What is a gesture?

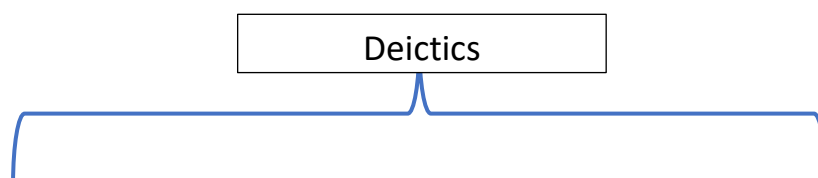
Why gestures are important in communication?

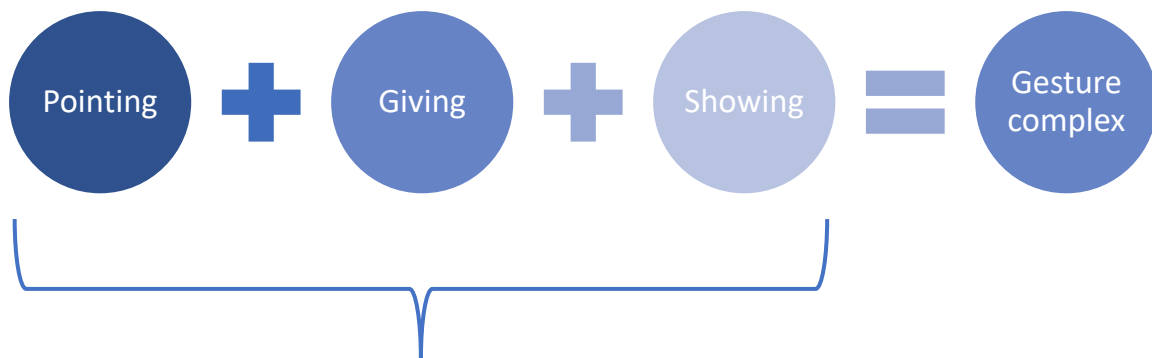
How gestures can be used to help communication for persons with IDD?

Content

Gestures are very important in communication. Gestures used in interactive situations allow people to express or to reinforce what they mean. This is particularly useful when people cannot speak. Using gestures, they can for instance indicate what they want, how they feel. But gestures can also help interactive partners to understand what the speaker means. This can be the case for example in difficult listening situations, in noisy surroundings. In addition to gestures used for communication, we convey information on how we feel or what we think through our facial emotional expressions or our postures.

The following figure shows the composition of the gesture complex according to Bates et al., 1980 :



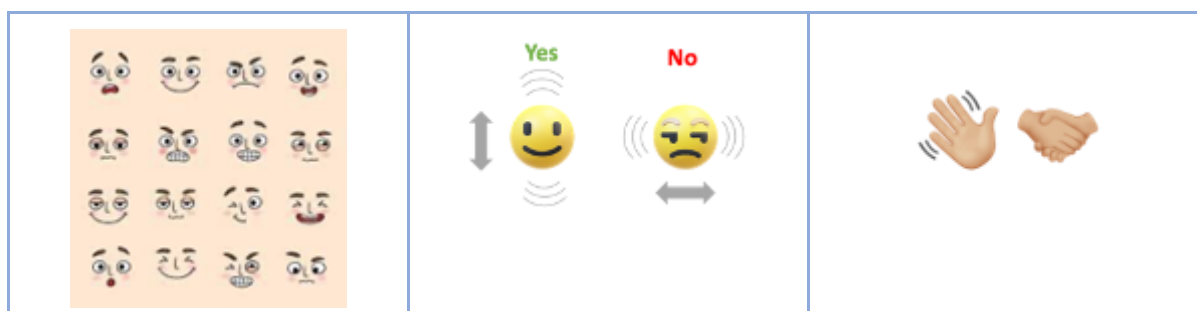


Important in psychological and language development

There are three main categories of gestures that are important in communication:

Expressive gestures	Conventional gestures	Symbolic gesture
<p>Set of gestures spontaneously associated with communication situations (including verbal productions) expressing the emotional state of each of the communication partners.</p> <p>They are produced unconsciously.</p> <p>They express intimate feelings through the body</p>	<p>a set of gestures common to a community and used to convey a communication intention non-verbally → yes, no, give, etc.</p>	<p>set of gestures common to a community and expressing a social situation (e.g. hello, goodbye, etc.)</p>





What do we observe in TDI persons?

Expressive gestures	Conventional gestures	Symbolic gesture
<p>Emotional signals are more muted and/or less recognisable (depending on facial dysmorphia and muscle hypotonia).</p> <p>Negative emotions are expressed less intensely.</p> <p><u>In Down syndrome:</u></p> <p>tendency to smile more often than typical children or children with other syndromes.</p> <p>more intense expression of emotions towards adults</p>	<p>Can be produced spontaneously by the child (e.g. yes, no)</p> <p>Conventional Sesame-type gestures (cf. Sign language) can be learned by imitation but ⚠ more complicated in X-Fragile (because of the autistic component)</p>	<p>Used by IDD children but ⚠ more complicated in X-Fragile (because of the autistic component)</p>



In case of ASD associated with TDI		
poor repertoire, ill-fitting or even out of tune → a child experiencing very severe pain may not make any gestures to alert those around him to this pain	very few ASD children use these gestures spontaneously. → need to be learnt	generally, not used. → must be learned every day and maintained over time to be functional differentiated learning depending on the situation. → say hello to a friend, a teacher, etc.

Natural gestures

Natural gestures are nonverbal movements or body postures that can be involved in interactions. They are most often easily interpreted and occur spontaneously in most children. They are made without explicit teaching. In addition, natural gestures are universal across cultures. They often serve to complement or reinforce verbal communication.

Not all gestures are used for the purpose of communication, but even when they are not produced with this intent, most gestures can still help facilitate communication.

Our facial expression can indicate how we feel. For example, a smile generally indicates happiness or friendship.

Our posture, that is the positions of our body, also gives indication of our internal states. As shown on Figure 1, the avatars created by Buisine et al. (2014) show different emotional positions expressed emotions.

Natural gestures can also be movements used to communicate an intent. For example, young children often reach out their arms towards adults when they want to be picked up or carried. Most of them also quickly learn to indicate what they want by pointing.

Figure 1 : Emotional postures conceived by Buisine and colleagues (2014)



Conventional gestures

Contrary to natural gestures, conventional gestures have meanings shared by the members of a culture. Thus, they are not universal, they are learnt and have socially constructed meanings.

Examples of conventional gestures are:

- Grasping one's hand and shaking it to greet them.
- Crossing the index and middle fingers to symboliz wishing for good luck in some Western cultures
- Namaste is a Hindu greeting gesture made by placing the palms together in a prayer-like position in front of the chest

Figure 2 : Examples of conventional gestures



The pointing behavior is a gesture that most children do spontaneously very early but they may need time to understand it when it is done by someone else. They need to learn its meaning. Thus, the pointing behavior becomes a conventional gesture.

Gestures in communication

Gestures play a crucial role in human communication. They help to convey emotions, intentions, and social cues in various situations. They can be used instead of verbal communication; they can also complement or reinforce verbal communication.

Some gestures also play a crucial role during the development. This is particularly the case with the pointing gesture. A main function of the pointing gesture is to direct one's attention to outside entities. With the acquisition of the pointing gesture, it is possible to share attention with other persons to objects and event of mutual interests, which corresponds to *joint attention*. It is also possible to follow the attention and gestures of the other persons to objects. People who have acquired these gestures will more probably have access to communication: following the attention and gestures of the other persons to objects is a way to understand what they are talking about. For example, if I am talking of « Polaris » while I am pointing to my cat, you will understand that « Polaris » is its name. The same occur with novel words. Research has shown that pointing gestures are associated with a higher frequency of communication initiation and with better language outcomes.

Thus, understanding and knowing how to use conventional gestures help to acquire the appropriate use of language.

		
Sadness	Fear	Surprise
		
Disgust	Anger	Anger
		
Idle postures		



BIBLIOGRAPHY

Bates, E., Bretherton, I., Snyder, L., Shore, C., & Volterra, V. (1980). Vocal and Gestural Symbols at 13 Months. *Merrill-Palmer Quarterly of Behavior and Development*, 26(4), 407-423.

<https://www.jstor.org/stable/23084046>

Buisine, S., Courgeon, M., Charles, A., Clavel, C., Martin, J.-C., Tan, N., & Grynszpan, O. (2014). The Role of Body Postures in the Recognition of Emotions in Contextually Rich Scenarios.

International Journal of Human-Computer Interaction, 30(1), 52-62.

<https://doi.org/10.1080/10447318.2013.802200>



2. Materials Needed

The slides for this presentation (COM-IN_PR3_Training Module_5_4_Gestures_EN.pptx)

A videoprojector



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3. Slides and Content

Slide n°2



Module 5. Basic communication means



Chapter 1: Gaze
Chapter 2: Pointing
Chapter 3: Imitation
Chapter 4: Gestures

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Content :

Notes :

Slide n°3



Module 5. Basic communication means



Chapter 4: Gestures

Learning Objectives

- What is a gesture?
- Why gestures are important in communication?
- How gestures can be used to help communication for persons with IDD?

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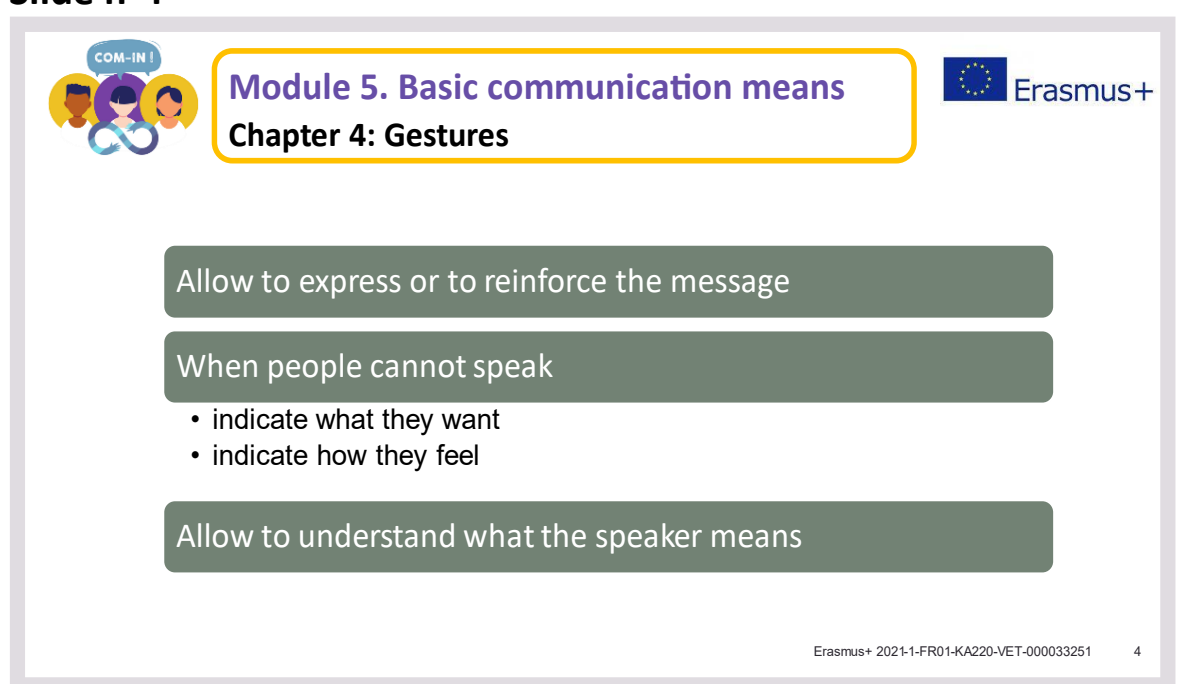
Learning objectives

By the end of the section, we will understand:

- What is a gesture?
- Why gestures are important in communication?
- How gestures can be used to help communication for persons with IDD?

Notes :

Slide n°4



Module 5. Basic communication means
Chapter 4: Gestures

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Allow to express or to reinforce the message

When people cannot speak

- indicate what they want
- indicate how they feel

Allow to understand what the speaker means

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Content :

Gestures are very important in communication. Gestures used in interactive situations allow people to express or to reinforce what they mean.

This is particularly useful when people cannot speak. Using gestures, they can for instance indicate what they want, how they feel.

But gestures can also help interactive partners to understand what the speaker means. This can be the case for example in difficult listening situations, in noisy surroundings.

In addition to gestures used for communication, we convey information on how we feel or what we think through our facial emotional expressions or our postures.

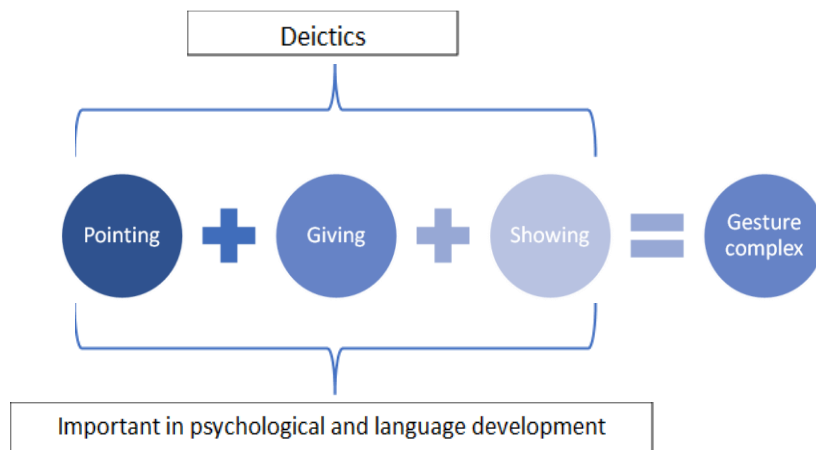
Notes :



Slide n°5



Module 5. Basic communication means Chapter 4: Gestures



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Content :

The figure shows the composition of the gesture complex according to Bates et al., 1980

Pointing, giving and showing are three kinds of gestures. They are deictic gestures, this means that they indicate objects, people, and locations in the environment.

These gestures depend on the immediate context (by definition since they consisting in pointing, giving and showing). They are likely to elicit attention from communication partners. They are important in psychological and language development.

Notes :



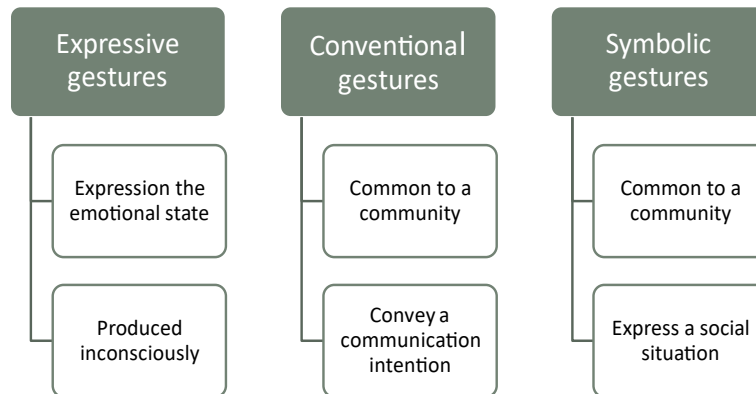
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Slide n°6



Module 5. Basic communication means Chapter 4: Gestures



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Content :

There are three main categories of gestures that are important in communication: expressive gestures, conventional gestures and symbolic gestures

Expressive gestures: Set of gestures spontaneously associated with communication situations (including verbal productions) expressing the emotional state of each of the communication partners. They are produced unconsciously. They express intimate feelings through the body

Conventional gestures: a set of gestures common to a community and used to convey a communication intention non-verbally → yes, no, give, etc.

Symbolic gestures: set of gestures common to a community and expressing a social situation (e.g. hello, goodbye, etc.)


Notes :



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Slide n°7



Module 5. Basic communication means


Chapter 4: Gestures






Expressive gestures

- Express the emotional state
- Produced unconsciously



Conventional gestures

- Common to a community
- Convey a communicative intention



Symbolic gestures

- Common to a community
- Express a social situation

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Content :

There are three main categories of gestures that are important in communication: expressive gestures, conventional gestures and symbolic gestures

Expressive gestures: Set of gestures spontaneously associated with communication situations (including verbal productions) expressing the emotional state of each of the communication partners. They are produced unconsciously. They express intimate feelings through the body

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Symbolic gestures: set of gestures common to a community and expressing a social situation (e.g. hello, goodbye, etc.)

Notes :

Slide n°8



Module 5. Basic communication means

Chapter 4: Gestures



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In IDD



Expressive gestures

- Emotional signals more muted and/or less recognisable
- Negative emotions expressed less intensely
- In Down syndrome: tendency to smile more and more intense expression of emotions towards adults



Conventional gestures

- Can be produced spontaneously
- Sign language can be learned by imitation



Symbolic gestures

- Can be used

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Content :

What do we observe in persons with IDD ?

Expressive gestures:

- Emotional signals are more muted and/or less recognisable (depending on facial dysmorphia and muscle hypotonia).
- Negative emotions are expressed less intensely.
- In Down syndrome:
- tendency to smile more often than typical children or children with other syndromes.
- more intense expression of emotions towards adults

Conventional gestures:

- Can be produced spontaneously by the child (e.g. yes, no)
- Conventional Sesame-type gestures (cf. Sign language) can be learned by imitation but ⚠ more complicated in X-Fragile (because of the autistic component)

Symbolic gestures

Used by IDD children but ⚠ more complicated in X-Fragile (because of the autistic component)


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Slide n°9




Module 5. Basic communication means

Chapter 4: Gestures




**In case of
IDD + ASD**




Expressive gestures

- Poor repertoire, ill-fitting or out of tune



Conventional gestures

- Very few children use them spontaneously
- Need to be learnt



Symbolic gestures

- Generally not used, must be learnt and maintained over time
- Differentiated learning depending on the situation

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Content :

What do we observe in persons with IDD when IDD is associated with autism spectrum disorders?

Expressive gestures:

- poor repertoire, ill-fitting or even out of tune
 - a child experiencing very severe pain may not make any gestures to alert those around him to this pain

Conventional gestures:

- very few ASD children use these gestures spontaneously.
 - need to be learnt

Symbolic gestures

- generally, not used.
 - must be learned every day and maintained over time to be functional
- differentiated learning depending on the situation.
 - say hello to a friend, a teacher, etc.

Notes :

Slide n°10



Module 5. Basic communication means Chapter 4: Gestures



BIBLIOGRAPHY

Bates, E., Bretherton, I., Snyder, L., Shore, C., & Volterra, V. (1980). Vocal and Gestural Symbols at 13 Months. *Merrill-Palmer Quarterly of Behavior and Development*, 26(4), 407-423. <https://www.jstor.org/stable/23084046>

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